

<p style="text-align: center;">Health and Wellbeing Play Provision Focus/ Wellbeing</p> <p>Experiences & Outcomes: HWB Milestones, HWB 0-21a, HWB 0-22a</p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> *Develop scissor control. *Pedal a trike or bike with control. <p>Success Criteria:</p> <ul style="list-style-type: none"> *Use accurate scissor hold and hold paper in hand. *Cut along lines and around a range of shapes. *Demonstrate control in moving feet on pedals, sustaining this in bike activities. <p>Learning Experiences: Scissor activities available in Nursery with a range of scissors; Bike activities outdoors.</p>	<p style="text-align: center;">Literacy Play Provision Focus/ Communication</p> <p>Experiences & Outcomes: LIT 0-01a, LIT 0-14a, LIT 0-07a/0-16a/ENG 0-17a,LIT 0-19a, LIT 0-01b/0-11b</p> <p>Learning Intentions: (Exploring and Understanding Stories)</p> <ul style="list-style-type: none"> *Predict what will happen in a text *Recall information about characters in the text *Recall key information from a text, demonstrating understanding of key vocabulary *Know how to identify information from a non-fiction text. *Share ideas and information with a group. *Learn less familiar rhymes. <p>Success Criteria:</p> <ul style="list-style-type: none"> *Look at pictures and use information from the text to say what they think will happen *Answer a range of who, what, why, where and when questions about the text *Match words to their meanings in talk activities. *Identify features of a fiction/non-fiction text. *Use strategies to select information, e.g. using features of a book to select a relevant book, e.g. pictures, title; finding a picture about a relevant item. *Take turns to talk and listen in a group situation. *Recall a range of rhymes, talking about rhyming words. <p>Learning Experiences: Listen to a story and answer a range of questions to recall key aspects. Activities have been made for a selection of stories; however, other texts can be used if specific children are particularly interested in a different book. Stories with activities ready: The Emperor's Egg; Penguins, Penguin Problems, a range of non fiction texts about animals that live in polar areas..</p>
<p style="text-align: center;">Numeracy Play Provision Focus/ Promoting curiosity, inquiry, creativity</p> <p>Experiences & Outcomes: MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-11a, MTH 0-17a, MNU 0-20a/b/c</p> <p>Learning Intentions:</p> <p>Number: *Count in forwards and backwards number sequences, e.g. 0-10, 10-0.</p> <p>Measurement: *Understand that temperature can be measured. *Talk about numerals in real life contexts. *Use non standard units to measure length. *Apply counting skills in measurement tasks.</p> <p>Positional Language: *Understand and use terms to describe position, e.g. above, below, beside.</p> <p>Holistic Assessment: Data Handling/Number (Mrs Mackenzie- planned holistic assess activity) See focus activity</p> <p>Success Criteria:</p> <p>Number: *Say numbers in order in forwards and backwards sequence, e.g. 5-0, 10-0, etc.</p> <p>Measurement: *Identify devices that measure temperature. *Talk about numerals, showing or describing them. *Use non standard units, e.g. blocks to measure items. *Count items accurately.</p> <p>Positional Language: *Understand and use terms to describe position, e.g. above, below, beside.</p> <p>Holistic Assessment (Data Handling/ Counting): See focus activity</p>	<p style="text-align: center;">Other Curricular Areas Focus/ Promoting curiosity, inquiry, creativity</p> <p>Experiences & Outcomes: SCN 0-01a, SCN 0-05a, SCN 0-15a, SCN 0-20a, SOC 0-08a, SOC 0-12a</p> <p>Learning Intentions: (Theme: Houses/ Where I live)</p> <ul style="list-style-type: none"> *Identify features of life in polar areas and how people/ animals survive. *Explore features and properties of different materials. *Investigate the properties of materials to identify suitable materials for a specific purpose. *Explore the properties of water, understanding that water changes state. <p>Success Criteria:</p> <ul style="list-style-type: none"> *Identify animals that live in polar areas and what they need to live, e.g. food. *Sort materials into groups, e.g. rough, smooth and by specific properties, e.g. waterproof. *Carry out a simple investigation to test materials to check properties of that material, e.g. warm. *Choose materials for specific purposes, e.g. waterproof material for a coat. *Identify and describe the changes in water: "melting", "freezing" and "boiling" (solid, liquid, gas). <p>Learning Experiences: Play experiences related to polar areas; Appropriate videos, books and grouptime discussions to learn about polar animals, igloos, housing, cold temperatures etc.</p>
<p>Learning Experiences:</p> <p><u>Number/Measurement:</u> Talking about order of numbers. Thermometers, etc.to explore numerals in real life. Measuring activities, e.g. cubes to measure different penguins</p> <p><u>Positional Language:</u> Discovery area iceberg with levels and children can move the animals to show different positions, describe where the animals are, etc.</p> <p><u>Holistic Assessment:</u> (Moved from Jan planning to Feb planning.) Polar animals context. Play materials to support counting, addition and data handling. Also planned holistic assessment group activity.</p>	

Responding to children's interests and next steps in learning: Record of Provision in ELC Areas

Miss Milroy	Mrs Mackenzie	Mrs Mackenzie	Mrs Porter
<p>Writing Selection of words related to theme</p> <p>Story Houses</p> <p>Role Play Igloo</p> <p>Sand</p> <p>Water Ice, Polar animals</p> <p>Playdough/Sensory</p>	<p>Small World Police Station (child request)</p> <p>Creative Polar animals, igloos, ice painting</p> <p>IWB</p> <p>Jigsaws</p> <p>Light Box</p> <p>Technologies Bee bot polar map</p>	<p>Discovery Area Polar Areas, Polar Animals</p> <p>Numeracy Area Sorting polar animals, temperature, counting</p> <p>Displays Polar animals, Jan learning wall</p> <p>Special Activities Visit from speakers about their trip to Antarctica</p>	<p>Outdoor</p> <p>Igloo number line</p> <p>Ice painting</p>

SHANARRI Focus Characters

Alice the Achieving Bee- Knowing how to access resources and new children starting to take part in Plan, Do, Review
Isla the Included Goose—Being kind to friends and listening to each other in group time.
Nancy the Nurtured Kangaroo Find out about how animals look after their eggs/young, e.g. baby penguins

PE in hall (Thu AM and PM)

Basic Moves- travelling and spatial awareness/ gallop, side-step and skip/ Big body balances (Mrs Mackenzie- observe all children)

Messy Play Focus (Tuesday- AM and PM)

***Winter Fun- enjoying winter weather in messy play area, trolley with activities, seasons hunts (Mrs Watson- observe all children AM, Mrs Mackenzie- observe all children PM)**

Focus Activity

Curricular Area: SCN 0-15a
Focus: Science: Materials

Learning Intention:
 *Explore the properties of materials and sort them into categories.
 *Test materials to identify their properties.
 *Justify the choice of a material for a specific task.

Success Criteria:
 *Uses own vocabulary to describe and sort materials.
 *Plans and designs scientific investigations and enquiries - Explores and observes through play. - Asks questions arising from play activities. - Makes simple predictions of what might happen. - Makes suggestions about what to do to answer the selected question
 *Identifies relevant materials to use for a specific purpose.

Activity:
Science (STEM) Activity:
 *Small group of children look through a box of materials and describe them.
 *Ask children to identify a material that could be used for a coat. Children to help to test the materials to see which ones are waterproof and to choose one for the coat.

Focus Activity- Holistic Assessment

Curricular Area: MNU 0-01a, MNU 0-02a, MNU 0-03a, MNU 0-20a/b/c **Focus:** Numeracy Holistic Assessment- Data Handling/Number

Learning Intention:
 *Make reasonable estimates. *Recognise and match numerals to amounts. *Count items that can be moved and items that cannot be moved, e.g. pictures. *Combine two groups. *Solve simple-word problems using real life items. *Interpret information on simple picture charts.

Success Criteria:
 *Estimate how many in a group and then count to check. *Label a set with a number card. *Accurately apply counting principles to count puppets, items and pictures. *Listen carefully to a real life problem and use real items, e.g. polar animals, to solve problem. Count on from the first set, e.g if adding 3 and 2— 1,2,3, 4, 5 not 1,2,3 1,2 *Answer questions about picture charts, e.g. How many more polar bears than seals?

Activity: Polar animals context. Group activity with adult: Animals on window to count. Counting and labelling activity with practical materials. Use polar animals in addition problems, e.g. 2 penguins add 4 polar bears. Sort animals and use information to make pictograph.

Focus Observation Areas: Key Workers

Literacy:

- *Recall less familiar CAPER rhymes
- *Show understanding of stories- work on answering who, what, where, when and why questions
- *Support speech and language milestones

Health and Wellbeing:

- *Cutting skills

Other Curricular Areas:

- *Development of skills and creativity at painting/sticking or junk model areas related to the curriculum or own ideas, e.g. using junk to create an igloo, painting to respond to learning in the curriculum, e.g. penguins.